UNIVERSITY OF MINN

March 20, 1958

Education Summary

A SEMI-MONTHLY REPORT ON NEW DEVELOPMENTS, TRENDS, IDEAS, AND RESEARCH IN EDUCATION

• *Trends and Issues*

Requirements for a teacher's certificate in Virginia have been changed by the State Board of Education. The changes, recommended by State Superintendent of Public Instruction, Dr. Davis Y. Paschall, will require that Virginia teachers take more courses in the subjects they teach and fewer courses in the techniques of instruction. The number of credit hours in education courses is reduced from 18 to 9 for the Collegiate Professional Certificate. A requirement of two years of satisfactory teaching remains on the books. For elementary teachers seeking the certificate without prior experience, 18 hours of professional courses are required instead of the previous 24. On the high school level, the professional courses requirement is reduced from 18 to 15 hours. The new regulations step up the amount of training teachers must have in the academic courses they teach. In English, for instance, 24 credit hours will be required instead of the previous 18.

First-grade science is now mandatory for all New York State Schools(with Gov. Averell Harriman signing the bill into law on Valentine's Day. General science subjects must be taught from the first grade through the eighth. Although the bill applies to both public and private institutions, only about half of New York's elementary schools will be affected. The others have already adopted a state-recommended curriculum voluntarily. This curriculum is built around ten central subjects: kinds of living things, keeping healthy, using electricity, common chemical and physical changes, living and moving things, energy from the sun, atmosphere, earth and sky, rocks and soil, and survival of all living things. These topics, now compulsory, will be taken up by each succeeding grade. Assistant Commissioner Dr. Warren W. Knox, in charge of instructional services, said, "We have been looking forward to this for years."

Does money make a difference? is the title of a new report summarizing 50 years of public school research. The study, released by the Associated Public School Systems, points out that quality in schools is not a matter of having "dedicated" teachers. It describes good teaching as "not something that comes from the heart." Rather, it says, "Overwhelming evidence from the studies of the relation between cost and quality shows that for schools, as in most other things, you get more when you spend more." In other words, teachers are motivated to do a good teaching job by the prospect of adequate pay. Citing a state-by-state survey made during the depression, the report states that it showed that pupils in high expenditure schools were nearly a year and a half ahead of those in low-cost schools by the time they reach the fifth grade. The survey's conclusion for school administrators: "Spending an adequate amount of money on education means true economy, good business and better education."

A new handbook for accounting for school activities that will serve as a basic guide throughout the Nation, has been announced as in the offing by the U.S. Office of Education. Aims of the handbook: to establish, for the first time, nationwide standard accounts, terminology and classifications for school activities primarily supported by nontax funds; to suggest procedures to secure efficiency, economy and safety in the handling of such accounts; and to prepare a system of accounting for these funds adaptable for use throughout the U.S. No publication date.

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• *Administration*

Keeping ahead of the job is always a problem for the fledgling or younger administrator, Pat Hughes, supervising principal of the Lyon Falls (N.Y.) High School, points out in the March *School Executive*. The job will be easier if the young administrator remembers these six cardinal steps:

Humanize human relations: Don't forget that all staff members are human beings, that institutions are made of personnel, that communities are made of people and people have problems to solve. Anticipate these human problems whenever possible.

Know your school-community: The administrator must realize that in the school he sees the community, and in the community he sees the school. By improving one he improves the other. Remember, communication is a two-way action, and it is established by entering into the lives of as many people, in some little way, as is possible.

Supervise for a purpose: Respect the importance of the other fellow's job in education. Each person is necessary to the function of the school in the community—otherwise, he wouldn't be needed. Two-way respect builds personnel and improvement of the program.

Work with your board: In working with the board, the administrator comes to see the board as a whole. In implementing board policy, he must remember that no regulation is self-operating—people make rules work by observing them, executing them, evaluating, studying their implications, and revising them when necessary.

Keep your management democratic: An administrator either runs a school or is run by it. Democratic leadership fosters cooperation and the maximum use of the intelligence potential around it. Know your staff so that when you delegate responsibility, delegate, also, the authority to implement it.

Live up to your professional responsibilities: The chief school officer has certain professional responsibilities that go with the job. Among these is research, research to improve his own educational program, the research of others—for example, the questionnaires and other instruments of study that cross his desk. These should be answered promptly.

Attendance at conferences, conventions and institutes, et al, are routine to the Old Pro and almost obligatory to the newcomer. *And*, reading professional literature is a must, particularly in the administrative field.

• *Teacher Training and Growth*

Pressure for merit rating and salary differentials is going to become even stronger than it is now, writes Calvin Grieder, professor of School Administration, University of Colorado, in the February *Kansas Teacher*. The reason is that boards of education and the public are going to scrutinize much more closely, efforts for and payment of higher salaries.

When teachers' salaries climb into the six- and seven-thousand-dollar brackets, as they are now beginning to do, school boards and public want assurance that teachers are worth that much.

What Dr. Grieder proposes is a reasonable compromise between no rating at all and annual rating. Simply, it is the use of "academic rank," such as that used in higher education. This would eliminate or mitigate at least two serious weaknesses of the teaching profession, he believes. The first is that all teachers, whether good or bad, are known by the same title: teacher.

The second weakness is that promotion is almost a completely meaningless term for teachers. Except to gain tenure, promotion almost always means a change from teaching to administration.

It should be possible for a teacher to gain promotion *as a teacher*, Dr. Grieder says. Following this line of reasoning he has set up four possible ranks:

1. A beginning teacher would be designated as a "probationary teacher," a term widely used in state tenure laws and regulations.
2. After the completion of the probation period, ordinarily a term of three years, the teacher would be promoted to the post of "instructor."
3. Upon completion of a further period of service, four to eight years, perhaps, and the satisfaction of established criteria, the instructor would advance to the rank of "senior instructor." This rank would probably be terminal for most teachers, as the final rank.
4. "Professional teacher" would be reserved for genuinely outstanding people.

• *Schools and the Public*

Look into your R.Q. (RESOURCE QUOTIENT) says Ruth Merrill, soon to become director of the Children's Museum in Savannah, Georgia. In the January *Journal of the Florida Education Association* Mrs. Merrill tells of the value of the "priceless gift of self" adults can give children—awaiting only an awareness of the need.

Why not, asks Ruth Merrill, evaluate the resources of the community in the interest of children? Any person who has a hobby, an interest in nature craft, an historical knowledge of the community, a special skill, is a potential resource person. For those who doubt their qualifications, a check list is helpful:

- Has childhood zest for life been retained?
- Is belief in democratic principles more than skin-deep? Is it heartfelt?
- Is there the realization that growing up is sometimes painful, often misunderstood, even unhappy and fearful?
- Is there love and value of children as individuals?
- Is there willingness to devote time to children, giving both knowledge and self?

Children are interested in *everything*. There will be no difficulty in reaching them if they are treated as valued friends, and that, reminds Mrs. Merrill, is what they will become. "Share with them—they share with you."

The yardstick of geographic limitation cannot be used to measure quality of education in our schools, points out Dr. Alexander J. Stoddard, consultant for the Fund for the Advancement of Education. In *The School Executive* (January issue) he emphasizes that "the schools in one section of the country are no better or worse than in any other section."

It is not a matter of chance but of human effort that results in good schools. The combination of favorable factors that produce good schools include (1) school boards free from politics, (2) capable professional leadership, (3) citizenship and school staff willing to experiment, (4) recognition of education as one of the most important functions of the community, and (5) dynamic lay leadership.

• *The Profession*

"The Teacher"

A Sequel to "What the Teacher Expects of the Principal" in November *Ohio Schools.*

A teacher
is a complex creature.
A Saint
she ain't.
Nor could she be . . .
Nor should she be . . .
For she's human, just as
you and me.
But if she would charm her Principal
she should be a gal
With these characteristics:
(Strictly conjecture—not statistics)
The Patience of a bird dog at point . . .
The Adaptability of a Chameleon on
a crazy quilt . . .
A sense of Humor that enables her
to laugh even at herself . . .
The Self-control of a Sphinx . . .
A Personality that glows like a candle
in a dark place . . .
The Objectivity of a research
chemist . . .
The Sincerity of a five-year-old telling
Mother he loves her . . .
A Professional Attitude rivaling that
of the Surgeon . . .
The Promptness of a seventeen-year-old
calling on his first date . . .
The Wisdom of the Prophets . . .
A Love of Children that knows only
Infinity as its bounds . . .
Superhuman? Impossible? I agree . . .
But should you find her
bind her
And send her to me!

— HARRY A. HENDERSHOT
Principal, Trilby School, Toledo
February, *Ohio Schools*

• *Curriculum*

Cedar Rapids' new "atomic" curriculum, set up in 1955, anticipated Sputnik and the current drive for a new emphasis on science and math by two years, reports Dr. Clyde Parker, superintendent of schools. The school staff, working with a Citizens Advisory Committee, revised the Cedar Rapids' curriculum to include a greatly enlarged and strengthened program in math and science.

Under the reorganization, doctors, scientists and engineers worked on the curriculum with educators and came up with the following recommendations, later adopted:

1. A spiraling junior high school science and math program eliminating unnecessary repetition.
2. A full two years of science required in senior high school to be elected from biology, chemistry, physics and physical sciences.
3. Sectioning of classes according to their science ability. All courses, especially those for gifted children, allow students to progress as far and as fast as their interests and ability will allow.
4. Assignment of special projects to the more advanced students and the organization of extracurricular groups with help from community scientists.
5. Providing for actual working experience in a well-equipped science lab in all science courses.

In addition, Cedar Rapids now has a science program for every grade beginning with the first. In the first two grades, the work is aimed at developing "science concepts," while a regular program of teaching science begins in the third grade.

By the eighth grade, students study astronomy, the cosmos, light and sound, as well as communication. Ninth-graders begin learning about atomic energy and simple machines.

Teachers in all Cedar Rapids' schools are being urged to set up extracurricular clubs in all areas of science.

CURRENT READING OF SPECIAL INTEREST

Developing a High School Core Program, *by Lucile L. Lurry and Elsie J. Alberty. Macmillan Co., 60 Fifth Ave., N.Y. 11. 279pp. Illus. $4.75. (Designed to give direction to those charged with developing a core program in the high school. Tells how to reorganize general education on the basis of a core program, with detailed accounts of how schools in several sections of the country are developing core programs.)*

• *Teaching Methods*

Science can be tied to current events very profitably, Doris H. Graff points out in the March *Instructor* magazine. Writing in the "Teachers Help One Another" page, she says that she "discusses briefly with the class the various forces that alter our planet: earthquakes, volcanoes, glaciers, tornadoes, tidal waves, hurricanes and so on.

"Then I ask the children to be on the lookout for news clippings about such events and bring the clippings to school. A large chart is divided into various columns, each headed with an appropriate title, such

as 'Hurricanes,' and the clippings are arranged accordingly. The children are very interested in following up the history of a particular hurricane or other occurrence.

"After a few months, they suggested making a map illustrating the information on their chart. They are quick to see a certain pattern emerging from all the news items, and to note which areas have more earthquakes, volcanic eruptions and hurricanes than others. As a culminating activity, the children make 3-D cut-paper pictures depicting the forces which change our earth."

• *Student Activities*

A code for after-school conduct has been drawn up by students at Arlington's (Va.) Stratford Junior High School in conjunction with a special PTA committee. The code, called "Social Guideposts," is based on questionnaires answered by 500 parents and 1000 students.

The "guideposts" are:

- Evening social affairs are limited to week ends and holidays.
- Parents should know with whom and where their children are and agree in advance when they should return home.
- Home parties should end no later than 10 p.m. for seventh-graders, 10:30 p.m. for eighth-graders and 11 p.m. for eleventh-graders—with an additional half hour allowed for getting home.
- Parents should be at home but inconspicuous when their children entertain.
- Blackouts or lights-out games, party crashing, parties after parties, drinking and smoking are to be discouraged.
- Parties should be small.
- Group or double dating should be encouraged instead of steady dating.

• *Philosophy and Goals*

All children have gifts, writes Anne S. Hoppock, in a timely new pamphlet. All children have undiscovered potentialities. Their gifts differ in degree and kind, but creativeness is present in some degree in every child. Democracy's assignment to teachers is clear. It is to help each child discover and develop his own unique gifts.

By seeking the undiscovered resources which lie within every child, we best assume the identification of very able children. Regardless of claims which are sometimes made, we are not now able to identify in childhood those who will make remarkable contributions in adulthood.

All Children Have Gifts, by Anne S. Hoppock. Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D.C. 32pp. 15c.

The Identification and Education of the Academically Talented Pupils in the American High School

(A closed conference of 200 educators met in Washington, February 6-8, under the sponsorship of the NEA. Its purpose was to discuss the problem of the academically talented and how they best could be educated in view of our changing technology. The report reprinted below is taken from the Chairman of the Conference, Dr. James B. Conant's summary of the conclusion reached. This is, of necessity, abridged.)

With what sort of pupil was the conference concerned? It was agreed that it was dealing with the education of a much larger group than that composed of the "gifted" pupil (the really unusual or able student) who comprises about 2% of the student population. But the main purpose was to consider the identification and education of some 15% to 20% of the high school population.

There were two general sessions: one on identification and one comprising the summaries and recommendations of some twenty working groups.

The experts were in agreement that identification could be, and usually should be, made in the eighth grade, but tests should be given even earlier in a pupil's career and a record kept of his achievement.

Among the working groups, there was great interest in the Advanced Placement Program. Pupils in the program are taking college level courses in such subjects as English literature, English composition, American and European history, foreign languages, advanced math and science. The pupil graduates from his class but enters college with advanced standing and, in some colleges, with credit toward a degree. This program was endorsed by all groups as suitable for the gifted.

Among the recommendations of the working groups, the following are indicative of curriculum trends:

Foreign Languages

"The international responsibilities of this country make it imperative that our academically talented have a reasonable proficiency in the use of at least one modern language.

"The two-year program of language study usually followed, and to which many pupils are limited, is not sufficient to impart this proficiency. Much more time is needed. A minimum continuous sequence of *four* full years in high school, or its equivalent, is necessary to achieve the desired results. It may even be more effective to spread the equivalent study over a six-year sequence. The pupil should not dabble in language study.

"A program of two years in each of two languages is definitely not to be recommended. In general, a

four-year sequence of study in grades 9 to 12, or its equivalent in achievement, in one modern foreign language, is the least that should be expected of the academically talented pupil."

English

The working group raised the following questions: "Having identified the talented, to what kind of class are we going to assign them? Are we going to have ability groups?" Their answer: "In a large high school such a plan is desirable. Even here, however, we must individualize within the class. But what are we going to do if we are a small high school and do not have sufficient numbers for ability grouping?" Their recommendation was that enrichment be provided within the framework of the regular class. In addition, they recommended that someone interested in the gifted be assigned to work with them on a tutorial or small group basis, the teacher being freed from some other responsibility in order to do this work.

"Effective teaching of English cannot be done unless a teacher has a maximum load of four classes of no more than 25 pupils per class. For the very gifted, sectioned into groups using the seminar approach, classes should be no larger than 15." In addition, "the non-creative parts of the English teacher's job should be taken away in order to increase the productivity of the teacher for the important job of evaluation of composition and for the improvement of other individual study work . . ."

Finally, "the summer vacation period should not be wasted time for the academically talented. If special courses in creative writing and reading of literature cannot be offered in summer school, at least reading should be encouraged by the teachers distributing summer reading lists and expecting, as a result, critical evaluation and use of the material read as a result of the extension of techniques and procedures given in the classroom."

Social Studies

Both social study groups were very interested in the possibility of special, advanced work for the academically talented in high schools. It was recommended by one group that these students be given at least three years of advanced work, including a year of American history, another year of history other than American, and a third year of work in other special studies.

This group recommended that teachers "should be people: (1) who have a scholarly knowledge of their subject or area; (2) who have a deep understanding of the nature of learning and of the learning process, a belief in, and an understanding of, the needs of academically talented students, and a keen desire to teach such students; (3) who are liberally educated; (4) who have grappled with the philosophical problems of the meaning and purpose of education and who have a knowledge of the history of American education.

"Such teachers should also have, to an exceptional degree, the desired qualifications of all teachers, i.e., a good mind, broad intellectual curiosity, creativeness, energy, enthusiasm, emotional balance, a sense of humor, and a deep interest in students."

Science

"Minimum requirements for talented students in science should be one good course in biology and one in the physical sciences, in the 11th and 12th grades. For the immediate future, there should be courses developed in a fashion similar to the new physics course of the Physical Science Study Committee at MIT. In the long run, there should be developed an integrated two- or three-year sequence in physics, chemistry and biology, in order to make the most efficient use of the teaching process.

"Careful consideration must be given to the scheduling of classes—the length and number of classes each day, the number of classes per week in a subject, and the desirability of double periods for lab work. The use of TV films and other aids should be explored for their possibilities for enrichment or for direct aids to teaching, but they should not be expected to substitute for the regular teaching process."

Mathematics

The mathematicians declared that "it is highly desirable that all academically talented youth pursue the study of math for at least three years. Pupils with special talents in science and math should continue for a fourth, or even a fifth year, at the high school level. Where teachers are available, schools should experiment with programs for the mathematically talented.

"Much if not all of ninth-grade algebra may safely be moved down to grade eight for such pupils, thus making way for more advanced work in later years. Many schools are presently capable of compressing the conventional algebra, plane geometry, intermediate algebra, solid geometry and trigonometry into three years for talented youth, to clear the way for calculus in grade twelve.

"Ideally—and this should be well within the grasp of the 2000 high schools enrolling more than 1000 pupils—there should be two offerings in the twelfth year: (1) a substantial course in analytic geometry and calculus for those seeking advanced standing in college, and (2) probability, statistical inference, set theory and polynomial calculus for the academically talented generally.

"At any time when difference in math ability becomes too great for a single class," the mathematicians urged that pupils be grouped according to ability, but that "social maturity and individual needs must be kept in mind."

Curriculum

The science group recommended the overview that a carefully reconsidered sequence in math should accompany the changes in the science courses. English, a foreign language and the social sciences must maintain their great importance.

The allocation of five solid subjects from the academic disciplines is sensible, but there must be room in a pupil's program for electives.

• *Guidance*

What can be done about "hard-to-reach" problem youth? This was the question that Robert J. Havighurst, University of Chicago, asked at the 42nd Annual Convention of the National Association of Secondary School Principals in Indianapolis. Dr. Havighurst was particularly concerned about the junior high problem student.

The present situation, in regard to these pupils, is the result of three failures, he pointed out. Their families have failed them; their schools have failed them; and society has failed them.

Nearly every one of these hard-to-reach students is the product of a poor family environment. For this reason, the most important attack on the problem should consist of efforts to improve family life—although it is most difficult, since it involves improving the same kind of people as the boys and girls under consideration. Somehow, Dr. Havighurst says, this vicious circle must be broken.

Whether family life is improved or not, there will still be a good many children who are slow learners, for whom the school represents a place of discouragement, frustration and punishment. The schools must find a way to work with slow-learning children so that they can get as much as possible out of school, in order that they may get an experience of accomplishment and reward for constructive work.

There are some good ideas in present-day school practice, Havighurst noted. The upgraded primary room is a good device, with children aged 6 to 8, who may remain in the room as long as three or four years, and are then passed to a regular third or fourth grade when they have the necessary skills. Thus, slow children are not punished by obvious failure nor are they promoted to classes beyond their comprehension.

The junior high level remains the crucial period for slow learners, particularly when they remain at fourth- or fifth-grade reading comprehension. The junior high should have a program for slow learners, geared to their ability and which gives them a reasonably clear pathway for growth.

The principal things that society can do directly for slow learners, Havighurst concluded, is to examine, carefully, existing child labor laws, to find out whether they are unnecessarily limiting the opportunity for boys and girls over 14 to get wholesome work experience. Another thing that society can do is to develop and enlarge programs for recreation of teenage youth, to give them activities that do not deprave them.

• *The Learner*

Girls should start school six months earlier, at least, than boys, Frank R. Pauly, research director for Tulsa (Okla.) public schools, told the American Association of School Administrators meeting in St. Louis (Feb. 22-25). The reason, he stated, is that girls mature more quickly than boys.

Citing impressive evidence to prove his point, Pauly said that boys are handicapped all the way through grade and high schools because they mature slowly. It is only during their freshman year in college that boys overcome this "built-in" handicap.

Urging a national commission to study the entrance age problem and to consider different entering ages for boys and girls, Pauly said that there would be far less frustration for boys, their parents and their teachers if boys were admitted to school six months later than girls.

Recent achievement tests given to all Tulsa grade school pupils showed that second-grade girls were nearly five months ahead of boys their own age, and eighth-grade girls had outdistanced boys by more than eight months.

Under the traditional system of admitting all children to first grade at the age of six, far more boys than girls fail to be promoted. The reason is immaturity not mental ineptitude, Pauly said.

CURRENT READING OF SPECIAL INTEREST

Individualizing Reading Practices, *edited by Alice Mill. No. 14, Practical Suggestions for Teachers. Bureau of Publications, Teachers College, Columbia University, New York 27. 91pp. Paper. $1.00. (A monograph containing special sections on individualized reading by Jacobs, Vite, Sperger, Veatch, McCune and Noel. Aimed at practical aids for the teacher.)*

• *Science Education*

A new plan for teaching science was brought forward at the recent Conference of the National Association of Secondary Principals in Indianapolis. A special 18-man committee recommended the following:

- Both science and math should be required courses from the seventh through the twelfth grades for pupils capable of handling them.
- Advanced courses, including some now only taught in college, should be made available to the gifted.
- These talented students should be identified not later than the seventh grade, and should be encouraged to continue with advanced courses through high school and into college.
- For pupils of limited ability there should be special one-year courses in grades 10, 11 and 12. The math course would be general; the science course would deal with the role of science in the world today.
- Local school systems should shoulder all or part of the cost of retraining their science and math teachers in the latest developments in their areas.

The regular science course would include a year each of biology, physics and chemistry.

CURRENT READING OF SPECIAL INTEREST

The Teaching of Science in Illinois. *A report of Group IV at the Allerton House Conference on Education, Chicago, 1957. Southern Illinois University, Carbondale, Ill. Correspondence regarding the Conference and requests for its publications should be addressed to: Allerton House Conference on Education, 204 Gregory Hall, University of Illinois, Urbana, Ill. 34pp. Paper. Apply.*

• *Vocational-Industrial*

Polytechnical education is being introduced in 83 elementary and high schools in Czechoslovakia on an experimental basis. The plan, according to the *Prague Newsletter*, will be extended gradually throughout the entire Czechoslovakian school system. It is in the pilot stage now, since new teaching methods, curricula and textbooks are being tested.

Roughly, new subject areas in manual training are being set up for the first eight years of school, with a switch to practice in engineering, electrical engineering and agricultural work in the next three years. A new required subject is either Latin or descriptive geometry, the choice being left to the student.

How do the Czechs define "polytechnical education"? "While pupils are taught the fundamentals of science they learn, at the same time, how these scientific laws are applied in industrial and agricultural production. They become theoretically and practically acquainted with the scientific principles of the main branches of production and the way production, the decisive factor in society, is devised."

• *Higher Education*

Jobs will be harder to find for seniors this year, a recent *New York Herald Tribune* campus survey shows. 1958 promises to be the toughest year since 1949. Employers are choosier and they are cutting down on campus recruiting—even in science and engineering.

"The current pinch," said Columbia Placement Director Samuel Beach, "is healthy if it makes the seniors do what they should do—get serious about a job."

The pinch, according to Mr. Beach, started last summer, when 51 out of 350 companies who had scheduled recruiters' visits to Columbia, canceled out.

Other eastern colleges and universities report similar experiences:

New York University — "We had 40-odd cancellations out of 300 companies. Demand is still very good for accountants, engineers, majors in chemistry, physics and math. But there are fewer jobs to pick from."

Fordham — "Twelve cancellations out of 105 companies. Insurance companies and retailing outfits are picking up some of the slack. They're getting a crack at people they wouldn't have gotten last year. While among students there's a definite upsurge in interest in graduate work."

Harvard Business School — "Twenty cancellations out of interviewers limited to 250. The companies are much more selective; the majority of the graduating class doesn't usually sign up until May. They're a little more serious about it this year. One encouraging sign: We have a very strong demand from companies for reservations for 1959. They don't seem to think this pinch is permanent."

Carnegie Tech — "Quotas have been cut 25% to 55%. Normally we expect to place all of our engineering and science seniors by June. This year, we expect to place maybe 70%."

Massachusetts Institute of Technology — "Thirty-two cancellations out of 450 scheduled recruiters. The 'middle man' will have to do more than go through the motions to get a job. As far as MIT is concerned, it's definitely healthy. It's good for our students to come down to earth."

Vassar — "We're really feeling the change in summer jobs for undergraduates. Companies tell us they're curtailing drastically, or holding off, to see what happens."

CURRENT READING OF SPECIAL INTEREST

The American Two-Year College, *by Tyrus Hillway. Harper & Brothers, 49 East 33rd St., New York 16. 276pp. $3.75. (Discusses nature, growth, functions, present status and areas of service of the American two-year college. Includes suggestions for improvement of junior college programs.)*

• *Physical Education and Health*

Doctors have been warned to go easy in using penicillin because bad reactions to the drug—including sudden deaths—are on the increase, the Journal of the *American Medical Assn.* states. It advised doctors to prescribe penicillin only when there is a "clear-cut indication" that the drug was needed.

The *Journal* pointed out that reactions to penicillin, triggered by an allergy to it, range from mild skin rashes and hives to "acute shock and death." It reported that a fair sampling (29%) of hospitals, covering a three-year period, showed 2517 persons suffered such severe reactions to the drug that they had to be treated for them. Of these 2517 cases definitely traced to penicillin, 83 proved fatal and 818 others were classed as "severe or life-threatening."

Only a small fraction of the people who get the drug have bad side effects. Nevertheless, the *Journal* editorial stated, this fraction is growing as more people are exposed to the drug or build up allergies to it. Almost all deaths due to penicillin allergy occurred after the drug was given by injection. Penicillin, given by mouth—which reduces its effectiveness—is "much safer."

CURRENT READING OF SPECIAL INTEREST

A Survey on Interscholastic Athletics in the Junior High School, *by Ellsworth Tompkins and Virginia Roe. National Association of Secondary School Principals, NEA, 1201 Sixteenth St., N.W., Washington 6, D.C. 16pp. Paper. 15c. (A factual survey of present practices and attitudes concerning junior high school interscholastic athletics, this summary report covers over 2000 junior high schools, approximately 90% of total junior high enrollment. Indicates that 85.2% of schools in survey do have some program of interscholastic athletics.)*

Health Observation of School Children, *George M. Wheatley, M.D. and Grace T. Hallock. The Blakiston Division, McGraw-Hill Book Company, Inc. 330 West 42nd St., New York 36. 488pp. $6.50. (A guide for helping teachers and others to observe and understand the school child in health and illness. Visual aids listed. Index.)*

• *Panorama*

California A course in Mandarin Chinese is going over big at Lincoln High School in San Francisco. Dr. Erwin E. Gordon, who teaches the course—the only one in the country—says that teen-agers are finding Chinese easier to learn than French or Spanish. Dr. Gordon says that his biggest job was persuading skeptical school authorities to let him introduce the language. No attempt is made to teach the intricate Chinese characters, although the course includes several lectures in oriental calligraphy.

Connecticut Wilton High School students are doing something about raising the academic standards of their school, by adopting an academic assistance plan. Under approval of the Board of Education, qualified students will tutor and give assistance after school hours to classmates who need a little help. The fee is 50c an hour, with the proceeds going to the Student Council Scholarship Fund which awards scholarships to seniors going to college. Students who apply for tutoring positions must be approved by members of the faculty.

Washington, D. C. The American-Soviet student exchange will get under way this summer, with 40 American students going to Russia and 20 Soviet students coming here. Each group will spend "not less than 30 days" in the host country during July and August. Qualifications: Americans must have a minimum of two years in college, with a maximum age of 30. At least eight members of the group must speak Russian. The cost of each American's trip is expected to exceed $1400, of which each student must pay $925.

Massachusetts A recently discovered report of Rehoboth's school committee will sound familiar to many educators. It said in part: "The time was when parents were rulers in their own household and children were under proper restraint. But in these latter days . . . children are their own masters, if not masters of their parents . . ." When was the report written? Exactly 100 years ago—in 1858.

• Northampton will add a 13th year to the public school curriculum by 1959. The school committee has approved Superintendent William R. Barry's recommendation to add the 13th year to senior high school to serve as a junior college class. Barry pointed out that it would serve to help future graduates in entering colleges where there is overcrowding and strict entrance requirements.

Tennessee Teacher Elsie Mae Peters in Knoxville is in hot water, charged with conduct unbecoming in a teacher. The charge, leveled in a public hearing, is that Miss Peters called her students "jackasses and devils." Her lawyer produced a religious publication in which the word was used to show that the word "jackass" was not profane. Countered Mrs. Ruth Reese that she didn't care if it was in a religious publication, "it was a pretty low thing for Miss Peters to say in class." Miss Peters, civics teacher, has pleaded innocent.

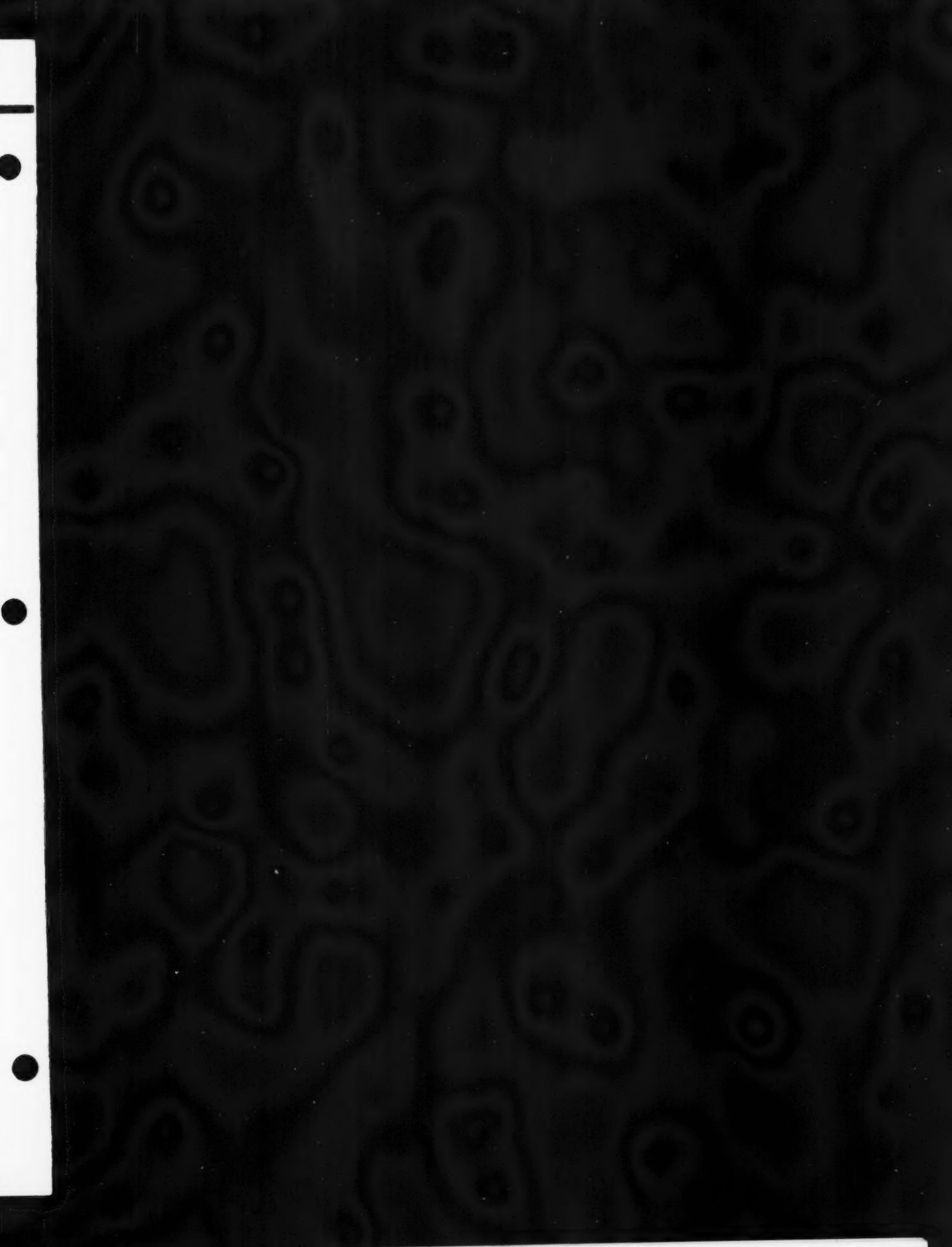
New Classroom Material

STUDENTS IN AMERICAN LITERATURE . . . will find both helpful and engrossing the new Laurel edition of *Great American Short Stories*, by Wallace and Mary Stegner. A selection of "the finest short stories" this country has produced, the authors include Faulkner, Melville, Poe, James, Twain and many, many others. Excellent introduction to help students get perspective of range, quality of American short story writers. From: Dell Publishing Co., 261 Fifth Ave., N.Y. 16. 511pp. Paper. 50c.

THE IMAGINATION OF SOCIAL STUDIES CLASSES . . . will be captured by these new, imported British filmstrips in color: *Everyday Life in Alpine Switzerland* (34 frames); *Everyday Life in East Africa* (36 fr.); *Iceland I — General Survey* (50 fr.); *Native Peoples of South Africa* (30 fr.). Booklets of concisely written notes with each, for use with filmstrips. Cover industries, geography and daily life of people in well-coordinated manner. All were prepared for the London County Council. From: Educational Productions Ltd., 17 Denbigh St., London, S.W. 1, England. Each: $14.00.

A USEFUL ELEMENTARY REFERENCE . . . for children 9-12, is the *Bible Dictionary for Boys and Girls*, compiled by Manuel and Odette Kromroff. Comprises nearly 800 important words, including many names of men and women appearing in stories of both Testaments. Authors stress importance of relationship of one Bible story with another, linking names and places in chain of definitions through which words may be implanted in children's minds. Good color illustrations. From: John C. Winston Co., 1010 Arch St., Philadelphia 7, Penna. 84pp. $2.95.

A YOUNGSTER'S GUIDE TO MAKING MONEY . . . on a spare-time basis, is *How to Earn Money*, by Bill and Sue Severn. An invaluable reference for classes for individuals, this is a practical, down-to-earth book filled with a thousand ideas on how a youngster can earn money. Recommended. From: Prentice-Hall, 70 Fifth Ave., New York 11. 210pp. Illus. $2.95.

JUST IN TIME FOR EASTER . . . are colored filmstrips, with 33 1/3 rpm records, for children 5 to 8. *The Bunnies' Easter Surprise* (37 fr.) will delight young viewers. *Rackety Rabbit and the Runaway Easter Eggs* (29 fr.) combines Easter-time lessons with adventures of a lovable rabbit. From: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill. *The Bunnies' Easter Surprise*, with 10-inch record, $9.00. *Rackety Rabbit and the Runaway Easter Eggs*, with 10-inch record, $8.00.

HISTORY STUDENTS WILL APPRECIATE . . . 33 1/3 rpm. long-playing record *The Living Constitution of the U.S.* Dramatic, effective presentation of the Constitution. Uses to good advantage musical background, choral speaking. Condenses most important portions of text of Constitution into 37 minutes. From: Kaydan Records, 12754 Ventura Blvd., Studio City, California. $5.00.